

Examiner Notes for Large Print and Braille MAP Tests
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Braille

The process for reviewing MAP subject areas began in fall 2003 with a print review of first pages. Teachers of the Visually Impaired (TVI) familiar with Braille participated in these reviews. They made suggestions to the Braille Publishing Company for formatting, revisions in wording, and possible omissions. Every attempt was made to include all test items; this was accomplished by occasionally altering directions, simplifying graphics, etc.

The second review included sighted Braille readers (TVI) seeking formatting and Braille errors, or other possible changes on simulated pages. The final review was completed by a contracted Braille expert checking for Braille errors, accidental deletions, understanding of revised directions, etc. The result should be a version that will make it easier for both administrators and students. If you are interested in this process and would like to participate in next year's reviews, please contact Kim Bruce (see contact information at the top of this page).

The publisher of the Braille test will be sending a document to schools with the test booklets that will include the transcriber's notes and the omitted items list. It is important for Coordinators and Examiners to read the Test Coordinator's Manual and Examiner's Manual. Test Administrators also will need to account for the regular test book transcription with the school test Coordinator for barcode verification. All test books must be accounted for.

BRAILLE-GENERAL NOTES

1. Braille pages often follow the thermoform sheets. The Braille on the pages following the thermoform bleeds through when reading the thermoform page. To eliminate bleeding through, it is recommended that students be given an extra blank Braille page that they may insert after each thermoform page. Cornstarch or another smooth substance such as talc powder may assist some students in moving over the thermoform lightly.
2. It is not necessary for the Test Examiner to develop verbal descriptions this year. All peripheral art (graphics not required to provide answers) has been deleted. All essential art (graphics required for the student to provide answers) has been described briefly in Braille. This will provide standardized administration to all students.
3. A Braille version of the Mathematics Reference Sheet, bound separately, will be provided with the Grade 8 and Grade 10 mathematics tests. An appropriate Special Symbol is included in the Braille edition when use of the Mathematics Reference Sheet is recommended for a test item.
4. Omitted items have been reported to CTB so that statistical revisions will be made. Braille and Large Print MAP users will not be at an advantage or disadvantage due to omitted items. Only items considered too visual to for a blind student to complete

successfully were omitted. This year it should not be necessary for the Examiner to make these decisions. If the TVI provides instruction using the Show-Me Standards, then visually impaired students should be able to address all remaining items.

5. A print copy of the Title, Special Symbols, and Transcriber's Notes pages will be included with the Braille edition. Note: Special Symbols are non-standard Braille signs devised for a particular purpose, such as the reference card icon.

Transcriber's notes will also identify print/Braille differences, such as when a horizontal table is Brailled vertically or when a picture is described.

6. Multiple-choice questions: Answer choices will be identified by uppercase letters followed by a period. Student will record correct answer choice by using the corresponding uppercase letter. In some cases, when the order of the choices is ambiguous, a note will instruct the student to write out his/her answer choice.

7. Materials:

MATH

Materials necessary for completing the tests (e.g., Braille ruler, pattern blocks, protractors, Braille paper, tactile Braille grid paper*, pegboards with pegs/ rubber bands/strings, etc. or wicky sticks, brailers, slate/stylus, or other devices for recording answers) should be provided by the LEA/Test Examiners. Only those items that are used routinely during classroom assessments and instruction should be used. Examiners for the grade 4 mathematics assessment must also provide students with three of each type of coin (quarter, dime, nickel, penny).

SCIENCE

For the Braille Map- grade 3, questions have been altered so that individual cutouts will not be necessary. Instead graphics are lettered to assist in determining and answering the question(s).

For Science grade 10, test examiners will need to provide the routine materials used in classroom assessment and instruction for student to provide answers that require a grid. Particularly for Grade 10, Session 2, first item, students will need to be provided with materials (see list above in Math) that will allow them to plot 2 different lines on the same grid. For instance, one line might be plotted using wicky sticks and the other with string.

This test was transcribed according to:

- Rules from the Nemeth Braille Code for Mathematics and Science Notation, 1972 revision;
- The Guide for Mathematical Diagrams;
- Braille Formats: Principles of Print to Braille transcription (1977) for literacy formats;
- Braille Formats: Principles of Print to Braille Transcription:**
- And the most recent codes and formats approved by the Braille Authority of North America

* Can be ordered from APH

<http://www.aph.org/products/products.html>

** Available from the American Printing House for the Blind, 800-223-1839. Costs about \$30-40 for Braille or print edition.

LARGE PRINT--GENERAL NOTES

The process for reviewing subject areas began in fall 2003 with CTB and DESE experts reviewing first and second pages, followed by a conference call for each subject area to attain consensus.

1. Within certain limits, essential art (graphics required for the student to provide answers) was clarified by omitting much of the shading, further enlarging, adding line drawings, etc. It should not be necessary for teachers to describe beyond what is provided.
2. All print is at least 18-point font.
3. Superscripting, italics, and other unusual fonts have been improved for easier reading.
4. To the best of the publisher's ability, gray scaling in graphs has been changed to black and white for more contrast and easier reading.
5. Unless included in the IEP for classroom and statewide assessment accommodations, it should not be necessary for additional paper to be provided for Large Print users.

Large print version revisions followed the Large Print Guidelines for Optimal Readability- APHB to the best of our ability.

<http://www.aph.org/edresearch/lp guide.htm>